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ABSTRACT

In these publications of the National Reading Center, several organizations which aid illiterate adults in learning reading skills are described. The purpose, clients, activities, and programs are discussed for the National Association for Public Continuing and Adult Education (NAPCAE), American Library Association - Adult Service Division, Adult Education Association of the U.S.A., and the National Affiliation for Literary Advance. Each organization lists its publications and additional materials, as well as providing an address to contact for further information. (RS)

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NRC Adult Reading Development

A nonprofit organization dedicated to the achievement of national functional literacy

AN INFORMATION SERVICE • EDITED BY ROGER DeCROW

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JULY 24, 1972

NATIONAL RIGHT TO READ PARTNERS:

National Association for Public Continuing and Adult Education (NAPCAE)

PURPOSE

Where does an illiterate adult go when he decides he must learn to read? Frequently he will turn to the local public school system. Most school districts provide a number of educational services for adults, which include basic literacy training. These programs—their quality and content—are a major concern of the National Association for Public Continuing and Adult Education. The Washington, D.C.-based NAPCAE is dedicated to the improvement and expansion of publicly supported adult education programs.

SPECIAL PROJECTS

Much of the NAPCAE staff's most creative and effective work is accomplished through special projects which they undertake from time to time. These projects fall into two categories: evaluative and developmental. NAPCAE also responds to requests for service in other areas, and the examples cited here are intended only to illustrate a range of activities.

Evaluative

NAPCAE has performed a number of state and local ABE program evaluations. Generally, the state department of education contracts with NAPCAE, which then performs the evaluation and delivers a confidential report to the contracting agency.

The NAPCAE team typically interviews program staff and administrators, teacher aides, school superintendents, students and community representatives. They study facilities, methods and curriculum materials. They also sample motivational, recruitment and counseling activities. When an entire state is under consideration, much of the work is carried out by questionnaire, but in every case a number of site visits are made. After the team has returned to Washington, a first draft report is prepared, based upon observation and statistical analysis. A selection of the people who were interviewed then have the opportunity to read and react to the draft before sitting down with NAPCAE representatives for a feedback session. The final report becomes the property of the state department of education or other contracting agency.

To date, statewide evaluations have been performed in Michigan, New Hampshire, Colorado, Massachusetts, Pennsylvania, South Carolina, Missouri, Iowa, Arizona, North Dakota, and the cities of Danbury, Norwalk, and Waterbury, Connecticut.

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Developmental

In the area of developmental projects, NAPCAE has been involved in staff training, professional development, and program planning and implementation in many states. Its projects to date include:

- Serving as consultants to the Southern Regional Education Board on a three-year project to improve training for adult basic educators in the Southeast.
- Conducting a series of professional development workshops and writing a five-year development plan for the State of Maine, which surveys the status of adult education in the state and makes recommendations for teacher and administrator training, allocation of resources and facilities development.
- Subsequent to its recent evaluation of adult education in North Dakota, the state invited NAPCAE to return to help set up learning centers for adults in the state's principal cities.
- Evaluating an ESL teachers institute at Jersey City State College.
- Administering a 39-month community-based adult education effort in New York City, with special emphasis on recruitment, motivation and counseling.
- A number of other innovative efforts are being planned and will be reported in NAPCAE newsletters.

PUBLICATIONS

NAPCAE further carries out its goal by working actively with legislators on state and federal levels, by publishing materials to aid the adult educator, and by carrying on a vigorous membership campaign. Its principal periodicals are:

- *Pulse:* A newsletter of current events to keep adult educators up-to-date on the most recent developments in state and federal legislation. Annual subscription: $5 (8 issues).
- *Swap Shop:* The "how-to" publication for adult education administrators. Recent issues have emphasized federal legislation and its impact on local programs, best use of local resources, and latest methods of staff development. Annual subscription: $5 (6 issues).
- *Techniques:* The "how-to" publication designed specifically for teachers of adults. Recent issues have concentrated on telling the teaching technology story the way it is, the role of the teaching-learning process in deciding on course objectives, designing learning experiences, and evaluation of student performance. Annual subscription: $5 (8 issues).

Other publications include the yearly *Public Continuing and Adult Education Almanac*, which is free to members and is available to associate members at $5 and to non-members at $10. A complete list of special publications is available by writing to NAPCAE.

COMMITTEES

NAPCAE also has a number of standing committees which survey their areas of the field. They include:

- Publications Committee
- Adult Basic Education Committee

- Curriculum Committee
- Adult High School Committee
- Research Committee
- Legislative Committee

CONTACT

Ms. Carol Word, Program Coordinator, NAPCAE, 1201 16th Street N.W., Washington, D.C. 20036.

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NATIONAL RIGHT TO READ PARTNERS:

American Library Association- Adult Services Division

Involvement

Get involved in community action programs. Teach adult basic education students how to use the library. Provide suitable materials for the adult new reader. Provide counseling and even some degree of tutoring for the functionally illiterate adult. These are some answers which the American Library Association's Adult Services Division and its committees suggest to the question of what the librarian can do to serve the adult illiterate and the adult new reader.

Activities

Services to the illiterate and often disadvantaged adult have been a special project of ALA/ASD since the mid-sixties. Librarians are reaching out to draw audiences far different from the traditional one of students and scholars into the orbit of the public library. To this end, they have undertaken:

Publication of Bibliographies. One principal complaint investigators encountered when they surveyed librarians about services to the illiterate was that they had little or no suitable materials and no idea of how to gather books for this population. As a result, ALA has published and updated two bibliographies:

Books for Adults Beginning to Read . . . . . .25 copies, $2.50; 50–$4.50; 100–$8.00

Easy Materials for the Spanish Speaking . . . . . .25 copies, $2.50; 50–$4.50; 100–$8.00

Study of Literacy Activities in Public Libraries . . . . . .$1.25 ea.
In 1965, Bernice McDonald undertook a pilot study of initial efforts of libraries to respond to the needs of the adult illiterate population. The report of the study is available from ALA. It includes summary reports of interviews with teachers, librarians and library directors as well as selected reports on specific model programs.

Public Library Services for the Functionally Illiterate: A Survey of Practice . . . . . .$1.00 ea.
In 1967, ALA held a conference which focused on new varieties of service appropriate to the functionally illiterate. The panel discussion is included in this publication which was edited by Peter Hiatt and Henry Drennan. This book contains further reports of activities by specific libraries and a model for training librarians in this kind of service, as well as a bibliography on problems of the disadvantaged.

These publications are available from ALA, 50 E. Huron St., Chicago, Ill. 60611.

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NRC Adult Reading Development

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AN INFORMATION SERVICE • EDITED BY ROGER DE CROW

APRIL 4, 1972

National Right To Read Partners:

ADULT EDUCATION ASSOCIATION OF THE U.S.A.

The Adult Education Association of the USA (AEA) is a national organization for individuals and institutions dedicated to developing the adult education movement, disseminating knowledge, and alerting the nation's leaders and the general public to the need for continuing education.

Among its 8,000 members are professionals and lay readers from public education, business and industry, government agencies and a host of community and voluntary organizations in which adult education is the primary or an important secondary concern. Many of these members and their employing institutions have long been leaders in adult basic education and the improvement of reading skills. AEA plays a leadership role in the formation of national policy and mobilizes the diverse talents of its membership in support of curative solutions to the great national problems of the 1970's. A small headquarters staff headed by Executive Director Charles B. Wood coordinates large scale voluntary efforts including: assistance to state adult education associations; national and regional meetings; an active publication program; and special projects related to best use of the resources of the adult education profession.

COMMISSION ON ADULT BASIC EDUCATION

The Commission on Adult Basic Education has provided a rallying point for professionals concerned with the reading and basic education problems of American adults. Its conferences, held twice a year, bring together leaders from a broad range of agencies active in Americanization and English as a second language and from basic education programs for disadvantaged adults. In addition to providing a forum for exchange of ideas, leaders in this group have initiated many projects and activities, organized sessions at the national conference and supplied individual leadership in many reading related activities. The current Chairman of the Commission is Florence Greenberg, Continuing Education Division, New York City Board of Education.

COMMISSION OF PROFESSORS OF ADULT EDUCATION

The Commission of Professors of Adult Education includes some 125 professors from major universities active in the training of adult educators. Especially in the post-war years, many (perhaps most) of these professors have been training students for adult basic education work, conducting in-service training for those already active in this field, supervising and executing numerous research projects into all aspects of adult reading problems, assisting the ERIC Clearinghouse on Adult Education in the analysis and dissemination of information, and serving individually as policy advisors and expert consultants in reading development programs.

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In this group, with its splendid record of service in the adult education profession, lies technical expertise in any phase of the planning, development and evaluation of adult reading programs. The Commission maintains a roster of the skills of its members and can supply assistance in almost any aspect of adult education work. Its current Chairman is Jerold Apps, University of Wisconsin.

SPECIAL INTEREST SECTIONS

Within the AEA structure, many special interest sections have formed around vital concerns of member groups: home and family life education; correctional institutions; religious adult education; armed forces education; etc. In these sections, too, people from diverse institutional backgrounds work together to stimulate communication and cooperation between workers concerned with a common problem. Several of these interest sections have developed projects related to adult reading development. The section on use of Mass Media in Adult Education, for example, has prepared, in cooperation with the ERIC Clearinghouse on Adult Education, a review of the use of the media in reading programs. The Liberal Adult Education section has written about the need to hold the full development of each individual in mind in all literacy work, however functional it may be. A complete listing of the special interest sections is available from AEA; several have expressed a desire to help develop adult reading programs in cooperation with the National Right to Read Effort.

SPECIAL PROJECTS

Among many reading related activities of AEA over the years, the most recent was a model building study by Jules Pagano and Hyman Hoffman of staff training needs and programs in adult basic education, with investigation of how such programs might be adapted to the special circumstances of prison education, a New Careers Center and in migrant education. See the attached bibliography for information on how to obtain this and other AEA reports. The study is an example of the potential of the Adult Education Association for involvement in a wide range of non-school agencies.

AEA is located at 810 Eighteenth Street, NW, Washington, D.C. 20036. It is affiliated with the Council of National Organizations, a group of voluntary organizations concerned with the education and training of adults. Further information about AEA, its commissions and the next annual meeting to be held in Minneapolis, November 16-20, may be obtained from Charles Wood, Executive Director.

PUBLICATIONS

In addition to many practical pamphlets and reports on all aspects of the education and training of adults, AEA has publications directly related to adult reading development. Some are listed here; for a complete list or to obtain reports, please contact AEA directly.

ADULT LEADERSHIP. A periodical designed to inform and help leaders and participants in a wide variety of adult groups. Also contains news on current events and new publications in adult education. Frequent articles about reading and adult basic education. 10 issues per year. $10/year.

ADULT EDUCATION. Quarterly journal of research and theory, with book reviews and abstracts from the ERIC Clearinghouse on Adult Education. Frequent articles on reading-related research. $10/year.

HANDBOOK OF ADULT EDUCATION IN THE UNITED STATES. Introduction to the various program areas and institutional sponsors of adult education work. Includes chapters on Adult Basic Education and on Information Resources and Services, with a directory of basic information sources. $15 ($13 to AEA members).

ADULT BASIC EDUCATION. ERIC bibliography, with abstracts. 1970. 82p. $3.00. A basic compilation of abstracts of documents on this subject, most of which are available from ERIC. Supplement in preparation.

ADULT EDUCATION DISSERTATION ABSTRACTS, 1963-67. Compilations, in cooperation with ERIC/Adult Education, of abstracts, with ordering information, of some 1,000 dissertations, including all related to reading development. Supplement in preparation. 111p. $9 ($7.50 to AEA members).

RESEARCH AND INVESTIGATION IN ADULT EDUCATION. An on-going compilation in cooperation with ERIC/AE of abstracts of studies in adult education, including all related to adult basic education and reading developments. Full information for ordering documents.

1970. 266p. $6 ($5 to AEA members).
1969. 130p. $4.50
1968. 79p. $2

AMBROSE CALIVER. Bibliography of life-long leader in adult literacy education. 28p. $1.25

POLE'S HISTORY OF ADULT SCHOOLS. Facsimile edition of the 1816 history of British adult education of that era which was essentially literacy education. The parallels with much current work are remarkable and the account of abiding problems and basic principles of adult reading instruction are forceful and colorful. Introduction by Coolie Verner. 128p. $10 ($7.50 to AEA members).

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JUNE 1, 1972

NATIONAL RIGHT TO READ PARTNERS:

National Affiliation For Literacy Advance
Member Laubach Literacy, Inc.

EACH ONE TEACH ONE

A person who is able to read may be able to teach someone else who cannot. This is the basic principle on which Laubach Literacy, Inc. is founded and from which its motto, "Each One Teach One," emerged. Arising in 1955 from the missionary and educational experience of Dr. Frank C. Laubach, the purpose of this worldwide program is to enable people to free themselves from the bonds of poverty and ignorance by teaching them to read and write on a functional level.

LAUBACH/NALA VOLUNTEERS

Typically the program in the United States uses trained volunteers working on a one-to-one basis with adults lacking basic literacy skills. Recognizing the continuing problem of illiteracy in America, Laubach Literacy founded its National Affiliation for Literacy Advance (NALA) in 1967 to make more effective its volunteer literacy efforts in North America. NALA now enrolls more than 10,000 volunteers working in 47 states and two Canadian provinces. NALA volunteers are organized around the local literacy council or similar group which administers and provides support services for its local project and which trains new volunteer tutors, trainers, writers, and administrators. In April 1972, 203 group affiliates in the United States and Canada were registered with NALA. NALA volunteers are drawn from civic groups, churches, business, industry, educators and other professional disciplines.

CLIENTS

1971 semi-annual reports reflect that NALA volunteers are tutoring over 12,000 adult learners. The audience to whom NALA's effort is primarily directed is the native speaking adult population reading at the 0-5 grade level. Additionally, NALA tutors are trained to tutor the undereducated non-English speaking adult in English conversation, as well as reading and writing skills. Individual instruction is adjusted to the student's learning pace, which varies widely from one adult or older youth to another.

TRAINING PROGRAMS FOR VOLUNTEERS

NALA recognizes the need not only for initial quality training of volunteers in the teaching of basic language art skills, but also encourages regular and consistent follow-up training programs.

Its minimum 10-hour training program includes:

A survey of the problems of illiteracy in the United States.

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Problems of the tutor relating to the educationally handicapped adult and bridging the cultural chasm.

Training in the use of the basic curriculum, the *New Streamlined English Series*, and its carefully detailed *Teacher's Manual*.

Training in assessing and evaluating a student's reading, writing and spelling skills for placement, diagnosis and achievement.

Recruitment of adult learners through radio and TV spots, door-to-door educational surveys, through other adult learners, through cooperating community agencies working with the undereducated adult.

The use of supplementary teaching aids found in a variety of published materials.

A specialized and expanded training program is provided for prospective tutors of students learning English as a new language.

An eighteen-hour writers workshop trains persons who wish to write and publish high interest reading materials at a simple level for their own students or for specific needs of a local literacy project.

Specialized workshops are given to persons who wish to qualify as trainers of tutors or writers.

PERFORMANCE STANDARDS

Initiated by its volunteers, NALA has developed minimum performance standards for tutors, trainers, writers and literacy leaders. Persons who wish to serve as NALA volunteers must be certified according to these basic standards.

REGIONAL AND NATIONAL CONFERENCES

Every year NALA holds either six regional conferences or one national conference for volunteers to exchange ideas and expertise and to upgrade their skills as tutors, trainers, writers and administrators. Since their inception two series of six regional conferences and two national conferences have been held.

ADDITIONAL SUPPORT SERVICES

Other services which Laubach Literacy provides to volunteers through NALA include:

A quarterly newsletter, *NALA Leadership*, to share literacy information and expertise among volunteers.

Underwriting cost of semi-annual meetings for the nine-member regionally representative Executive Committee of NALA.

A directory of NALA groups and certified trainers to facilitate communications and the sharing of services in the field.

A series of Education Bulletins which currently cover 37 topics from "How to Organize a Literacy Council" to "Literacy Workshop Evaluation."

Consulting and technical assistance by paid specialist staff members of Laubach Literacy.

Thorough, scientific research to improve volunteer program effectiveness and to share our findings with the larger educational community.

RESEARCH AND EVALUATION

During 1970 and 1971 NALA was the subject of scientific research by a Syracuse University doctoral candidate. 509 tutors and tutees were randomly selected nationwide for demographic study. The effectiveness of NALA volunteer tutoring was measured by the Adult Basic Learning Examination, Forms A & B, before and after fifty hours of instruction. Within that period the 272 students in the nationwide sample improved their reading comprehension by an average of .7 school grades, considered a significant difference by statistical computation.

NETWORK

Through its network of over 250 certified trainers NALA is able to respond to requests for help in developing new literacy projects in given communities. These qualified persons are available to a community on an expenses-paid basis for a limited period of time for guidance and training. Their services are given free other than expenses for transportation, room, board, to non-funded organizations training volunteers. Funded organizations who wish their services are charged a modest fee over and above expenses.

NEW STREAMLINED ENGLISH

New Readers Press, a division of Laubach Literacy, publishes the basic Laubach curriculum, *The New Streamlined English Series*, which includes six skill books, achievement tests and teachers manuals. Specifically written for adults, and relevant to their interests, it is a phonics-oriented program for first through seventh grade reading levels. It also incorporates techniques for teaching reading through word recognition, reading in context, blending, syllabication and kinesthetics, to name a few. It is designed so that a newly trained tutor can use it effectively and independently immediately after the basic training program. It encourages independent reading from the start by providing graded story supplements to go with each lesson.

ADDITIONAL MATERIALS

Laubach Literacy's New Readers Press also provides supplementary aids for those who are becoming literate:

News For You is a weekly newspaper which digests current events of interest to the client. It is published in two editions, the A edition at a third to fourth grade reading level, and the B edition for grades four to five.

The *Be Informed* series provides materials on practical problems such as credit, insurance, employment and taxation. It consists of 20 units, of five parts each, which set forth the fundamental facts about these subjects. They are designed for class use and contain self-testing devices.

A wide variety of books and pamphlets is offered the new reader, including materials for work orientation, black history, urban sociology, family planning and drugs.

Text books and supplementary aids for tutors, trainers and literacy administrators are also provided.

A catalog of New Readers Press publications is available.

ORGANIZATION

The President of the non-profit corporation is Dr. Robert S. Laubach, son of its founder, Dr. Frank C. Laubach. Based on the Syracuse University campus, New York, Laubach Literacy, Inc., is the center of a worldwide and multilingual adult basic education effort. Under its aegis fall programs in Afghanistan, Brazil, Colombia, Ecuador, India, Jordan/Israel, Mexico, Panama, Rhodesia and South Africa.

The U.S.A. program is carried out primarily through the National Affiliation for Literacy Advance, membership organization of Laubach Literacy. NALA is Laubach Literacy's means of providing a clearinghouse and maintaining quality control. NALA received honorable mention from the 1971 UNESCO Mohammed Reza Pahlava literacy award "for the notable efforts of this organization in the training of literacy teams, research, and the mobilization of public opinion." Miss Priscilla Gipson is the Director of U.S.A. Programs and the Executive Secretary of NALA.

Laubach Literacy's operating budget comes from public support and sales of educational materials.

Address:
Laubach Literacy, Inc. (315) 476-4051
National Affiliation for Literacy Advance (315) 476-4051
New Readers Press (315) 476-2131 and 476-3132
Box 131
Syracuse, New York 13210

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